

**FOCUS: HOPE**

**REPORT TO THE STATE OF MICHIGAN**

**FISCAL YEAR 2003 FUNDING**

**CENTER FOR ADVANCED TECHNOLOGIES,  
FIRST STEP/FAST TRACK, AND  
HIGH SCHOOL PROGRAMS**

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**Submitted To The**

**Michigan Department of Career Development**



December 31, 2003

Chair, Senate Appropriations Subcommittee, Economic Development  
Chair, House Appropriations Subcommittee, Economic Development  
Michigan Department of Career Development  
Lansing, Michigan

Dear Legislators and Fiscal Agents:

It is with great pride that I write today to convey the official Focus: HOPE report on Fiscal Year 2003.

Fiscal Year 2003 has been a year of exciting challenges and promise for the Focus: HOPE Center for Advanced Technologies, the Machinist Training Institute High School Program, and the First Step and FAST TRACK programs. These three Focus: HOPE programs received funding support from the State of Michigan in the amount of roughly \$5.86 million in Fiscal Year 2003. Combined with funding from the philanthropic community, corporate partners and other public sources (i.e., the Federal Government and the City of Detroit), Focus: HOPE was able to sustain its core pipeline of training and educational programs and plan for growth despite economic difficulties that affected this state and nation as a whole.

Because of ongoing commitments from our collaborative partners, we continue to graduate students and assist them to find productive employment in the economic mainstream. The State of Michigan's financial support is critical to that success. Included in this report is a financial accounting of the uses of Fiscal Year 2003 funds, a narrative description of the funded programs, as well as an overview of the history of Focus: HOPE and information concerning its other programs for those new committee members who may be less familiar with the depth and breadth of our organization.

In conclusion, with your help Focus: HOPE will continue to contribute to the social and economic health of the State of Michigan by preparing residents for high skill, high wage careers in advanced manufacturing, engineering, and information technologies. As a result, we will help fill this state and nation's high priority need for highly skilled individuals in the fields of science, math, engineering and technology, particularly providing these opportunities to minorities and women.

We look forward to continuing to work closely with you to ensure that the State of Michigan's workforce development needs are met.

Sincerely,

Eleanor M. Josaitis  
Co-Founder and CEO

enclosures

**Focus: HOPE**

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**REPORT TO THE STATE OF MICHIGAN**  
**FISCAL YEAR 2003**

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# **Focus: HOPE**

## ***Celebrating diversity since 1968***

### **FOCUS: HOPE OVERVIEW**

The Beginning: Focus: HOPE was founded in 1968 in the wake of the devastating Detroit riots. Co-founders Father William T. Cunningham (1930-1997) and Eleanor Josaitis were inspired by the work of Dr. Martin Luther King Jr., and started an organization committed to bringing together people of all races, faiths and economic backgrounds to overcome injustice and build racial harmony.

The Focus: HOPE mission statement, adopted on March 8, 1968, can be found on our walls and in our hearts throughout the 40 acre campus and provides the primary focus for the organization and all of its programming:

**Recognizing the dignity and beauty of every person,  
we pledge intelligent and practical action  
to overcome racism, poverty and injustice.  
And to build a metropolitan community where all people  
may live in freedom, harmony, trust and affection.  
Black and white, yellow, brown and red  
from Detroit and its suburbs  
of every economic status,  
national origin and religious persuasion  
we join in this covenant.**

Adopted March 8, 1968

Originally an interracial movement of volunteers, Focus: HOPE today employs more than 500 colleagues and involves more than 51,000 supporters. Over the years, Focus: HOPE has initiated practical solutions to the problems of hunger, economic disparity, inadequate education, and racial divisiveness. The success of Focus: HOPE centers on the leveraging of public and private sector resources, as well as extensive community outreach. Answers can be found in Focus: HOPE's technology training programs, educational and corporate partnerships, and food programs. The following brief descriptions provide an overview of the many programs now operated by Focus: HOPE.

The Commodity Supplemental Food Program: Starting with research that showed the permanent damaging effects of babies and children not having proper nutrition, the co-founders were driven to find a solution for the Detroit community. As a result of persistent testimony, Focus: HOPE convinced the U.S. Congress to create the U.S. Department of Agriculture's Commodity Supplemental Food Program (CSFP), which was later expanded to include assistance to low-income senior citizens. This program is now being offered in 32 states nationwide. Focus: HOPE's CSFP furnishes monthly food supplements to 43,000 pregnant and post partum mothers, children under the age of six, and senior citizens in four counties of Southeast Michigan.

**"Like other industrial economies, the United States is on the threshold of enormous demographic changes. With the aging of the baby boomers, nearly 30% of the workforce will be at or over retirement age by 2030." ... "The U.S. Department of Labor projects that new jobs requiring science engineering, and technical training will increase 51% between 1998 and 2008: a rate of growth that is roughly four times higher than average job growth annually." "... white women make up 35 percent of the workforce and 15 percent of the science and engineering workforce, and Hispanics and blacks make up about 20 percent of the workforce but only 3 percent of the science and engineering workforce. Efforts to boost participation by these groups in the science and engineering workforce are the single greatest opportunity to expand the nation's pool of technical talent."**

Deborah Van Opstal, Vice President, Council on Competitiveness (United States)  
 "The Skills Imperative: Talent and U.S. Competitiveness,"  
*Issues in Science and Technology*, vol. 18, Fall 2001, p. 51-57.

The Machinist Training Institute (MTI): The Machinist Training Institute was established in 1981 to bridge industry needs for precision machinists with community needs for well-paying and career employment. This state licensed and accredited training institute provides comprehensive basic and advanced precision machining and metalworking skills. The program provides opportunity for minority youth, women, and others to gain access to the financial mainstream and learn in-demand skills. Of the hundreds of the businesses that hired the first MTI graduates, most had never previously hired either a woman or minority as a machinist. This hiring thus furthered the Focus: HOPE mission statement of breaking down racial and gender barriers.

Today, in terms of formal career training programs, the Focus: HOPE MTI provides 43% of new entrants for skilled production work in Michigan and 58% of all machinist entrants formally trained. MTI enrolled 389 individuals in Fiscal Year 2003. Since its inception the program has graduated over 2,400 machinists. Hourly wages range between \$8.50 and \$12.00 per hour. Graduates of the MTI may go directly into jobs as precision machinists or other advanced manufacturing classifications or pursue additional post-secondary education.

Volunteer and Community Outreach: Focus: HOPE coordinates volunteer and community outreach events and activities throughout the year. In Fiscal Year 2003, 27,000 volunteers contributed their time and effort to Focus: HOPE activities, including the contribution of 15,000 volunteer hours to pack food supplement boxes for the Focus: HOPE Commodity Supplemental Food Program. Volunteers then delivered 111,000 pre-packed boxes of food supplements to senior citizens throughout Southeast Michigan. An additional 5,500 people toured Focus: HOPE to learn about its mission, activities, and employment and training programs.



Every October, the annual Focus: HOPE WALK brings together thousands of diverse people in a display of interracial harmony. At Journalism Olympics, media professionals mentor high school students through a day-long writing competition for college scholarships and awards as they learn about human and civil rights. Holiday programs bring hope to low-income families and senior citizens through community generosity. Volunteers are important contributors to every aspect of Focus: HOPE.

The Center for Advanced Technologies: Opened in 1993, the Center for Advanced Technologies (CAT) integrates hands-on manufacturing training and academic learning within a state-of-the-art production setting and educates advanced manufacturing engineers at world-competitive levels. Focus: HOPE partners with five universities and six industry partners (known as the Greenfield Coalition) to offer this unique 21<sup>st</sup> century curriculum resulting in a student receiving an associate's degree in manufacturing engineering technology (offered by Lawrence Technological University) or a bachelor's degree in engineering technology or manufacturing engineering (offered by Wayne State University and University of Detroit Mercy, respectively).

The CAT enrolled 146 students (known as Candidates) in Fiscal Year 2003. The CAT program has the largest African-American enrollment in manufacturing engineering in the nation. And, according to the National Science Foundation, it is the nation's largest producer of minority graduates in manufacturing engineering.



Focus: HOPE graduates gathered on stage for a special congratulations from LTU President Charles M. Chambers.

“With the beginning of the 21<sup>st</sup> century, a larger proportion of the U.S. population will be composed of certain minorities – blacks, Hispanics, and Native Americans. As a group, these minorities have traditionally been underrepresented in the science and engineering disciplines compared to their proportion of the total population. A report of the NSF reveals that blacks, Hispanics, and Native Americans as a whole comprise 23% of the population and earn, as a whole, 14.7% of the bachelor degrees, 8.2% of the masters degrees, and 5.5% of the doctorate degrees in science and engineering.” [Congressional Research Service Report for Congress, *Science, Engineering, and Mathematics Education: Status and Issues*, updated May 26, 2002, Order Code 98-871 STM]



Through a rigorous program in which students get both work experience and academic course work, Candidates work on actual manufacturing and research & development contracts for GM, Ford, DaimlerChrysler, the U.S. government and others. This renaissance engineering program is receiving national prominence for establishing a new paradigm for manufacturing engineering education from which it is producing highly skilled engineers who have real world experience combined with strong analytical and problem-solving skills.

**“Today’s state leaders face two economic challenges: to maintain national leadership in job and wealth creation and to successfully compete in a global economy. The key to both of these is innovative capacity as innovation drives productivity growth, driving prosperity and justifying higher wages. ”**

The National Governor’s Association

Information Technologies Center: The Information Technologies Center (ITC) was established in January 1999 to provide a broad range of industry-certified training programs in network administration, network installation, and desktop and server administration. The extensive curriculum includes classroom and lab assignments in 14-45 week long programs, based on the proven MTI/CAT model. The ITC is providing minorities and women, in particular, access to high paying careers while addressing a critical nationwide worker shortage in the field of information technology. The ITC has graduated 500 students from its programs thus far. Current starting wages are typically \$10 to \$15 per hour. Graduates with 2-3 years worth of experience and who continue to earn certifications in this area can earn salaries in the range of \$40,000 to \$60,000. Focus: HOPE is now in the process of creating a state-of-the-art bachelor’s degree program in information management systems engineering.

The Community Arts Program: Focus: HOPE’s Community Arts program was established in 1995. The program presents multicultural arts programming and gallery exhibitions designed to educate and encourage area residents, mainly youth, while fostering integration in a culturally diverse metropolitan community. The on-campus gallery is dedicated to increasing understanding of different cultures through the sharing of art exhibits and photography. Other programming includes dance and music. A pen pal program between urban and suburban children encourages and facilitates shared understanding. More than 43,000 people have viewed Focus: HOPE sponsored exhibits or participated in its programs. The program also works with Detroit Public Schools and others to promote post-secondary education and raise career awareness including science, technology and creativity.

The Center for Children: Begun in 1987, the Focus: HOPE Center for Children offers infant and toddler care (beginning at 6 weeks of age through 2 year olds), Montessori and early childhood preschool education (age 3 through kindergarten), and before and after-school programming and a summer day camp for 6-12 year olds. The Montessori approach to early childhood education stresses the needs and basic development of the young child, including social and intellectual activities aimed at enhancing self-confidence and independence in an atmosphere of love and respect for the child. Admission is open to parents enrolled in Focus: HOPE training programs, the community-at-large, and Focus: HOPE colleagues. Since its opening, the Center for Children has provided child-care and educational services to over 5,000 children. Enrollment in Fiscal Year 2003 was 185 children.

Focus: HOPE Companies: Focus: HOPE Companies is a for-profit subsidiary that provides warehousing and manufacturing services to industry. The company was initiated in the early 1980's for community economic development purposes. Recently, Focus: HOPE Companies received a federal HUBZone designation for its location in an economically distressed area and its majority employment of minority residents of the local community.

Community Development: With a commitment to continuously improving the surrounding community, Focus: HOPE works with community groups, local governments, block clubs, churches, and others to undertake housing rehabilitation projects, demolition of unsafe structures, clean-up of illegal dumping, and other projects. Focus: HOPE is committed to improving the look of the campus and surrounding area by maintaining the main boulevard's landscaping, and upgrading facilities when feasible. A community pocket park was dedicated in summer 2002, complete with a koi fish pond, gardens and a wide variety of annuals and perennials. This park was the result of several private donations and stands where buildings were destroyed from the devastating tornado of 1997. Focus: HOPE is now collaborating with Presbyterian Villages of Michigan to build a 55-unit low-income senior apartment complex on our campus, which will be funded in large part by the U.S. Department of Housing and Urban Development.

Conclusion: Focus: HOPE is a unique organization that has made a significant impact on metropolitan Detroit and the State of Michigan, as well as on the national perspective regarding workforce development and educational programming. As Focus: HOPE celebrates its 35<sup>th</sup> anniversary year, plans are in place to further increase awareness of the education and training programs. To that end, the first extension operation was opened in November 2002, increasing outreach efforts to the Hispanic and Middle Eastern communities of Southwest Detroit.

Focus: HOPE's Co-Founder and CEO, Eleanor Josaitis, often summarizes the organization's success in these simple words: Passion, Persistence and Partnerships. Focus: HOPE colleagues are passionate about what they do, persistent and committed to carrying out the organization's mission, and committed to building partnerships and relationships that make it possible to accomplish these critical goals even in a time of economic constraint. In short, Focus: HOPE expects to persist as a critical community and industry resource in metropolitan Detroit dedicated to overcoming racism, poverty and injustice and building a Michigan community of freedom, harmony, trust, and affection.



## **PROGRAM REPORT**

### **FISCAL YEAR 2003**

#### **INTRODUCTION**

The initial sections of this Program Report present a Fiscal Year 2003 overview of each program that receives funding support from the State of Michigan and accompany the more specific response to legislatively requested information (referred to as the “Response to Legislatively Requested Specifics”) provided in section IV. The programs that receive funding from the State of Michigan are the Focus: HOPE Center for Advanced Technologies (CAT), the High School Program (overlays with First Step/FAST TRACK and the Machinist Training Institute), and the First Step/FAST TRACK programs. Each of these will be described in detail in the following pages.

#### **BACKGROUND**

Focus: HOPE has created a pathway to solid career opportunities for determined citizens and a source of skilled and professional workers for Michigan industry. This has been accomplished through a coordinated and linked system of effective career and life preparation programs. These programs have been positively recognized and studied by The Aspen Institute,<sup>1</sup> the National Congress for Community Economic Development,<sup>2</sup> and the U.S. General Accounting Office<sup>3</sup> (see also Appendix A – Select Recognitions and Citations). Several of these programs are partially funded by the State of Michigan as part of its efforts to respond to workforce development needs of the state.

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<sup>1</sup> “Focus: HOPE: A Case Study of a Sectoral Employment Development Approach,” by Jeffery W. Thompson, et al., December 2000, The Aspen Institute/Economic Opportunities Program, Washington, DC.

<sup>2</sup> “Building Partnerships Between State TANF Initiatives and CDCs: A Guidebook for Practitioners and State Officials,” by Marcus Weiss, February 2000, National Congress for Community Economic Development, Washington, DC.

<sup>3</sup> “Employment Training: Successful Projects Share Common Strategy,” U.S. General Accounting Office, May 7, 1996, GAO/HEHS-96-108 Employment Training Projects

In order to assist those readers who may be less familiar with Focus: HOPE, an organizational overview (Part III) is included immediately preceding this Program Report, briefly outlining the history of the organization and its major programs and activities. An educational flowchart of all of the Focus: HOPE career-training programs (First Step/FAST TRACK, Machinist Training Institute, Information Technologies Center, and the Center for Advanced Technologies) can be found in Appendix B that illustrates the overall relationship of the programs to each other and to industry. Also included are a map of the 40-acre main campus (Appendix C), a general organizational chart (Appendix D) and the lists of Focus: HOPE's very active Board of Directors and Advisory Board members (Appendix E). After describing the Michigan-funded programs below, we have included descriptions of other Focus: HOPE programs and activities in order to provide the State of Michigan with a more complete understanding of the interrelationships between the various programs, as well as the depth and breadth of Focus: HOPE as an institution serving Michigan citizens.

### **THE CENTER FOR ADVANCED TECHNOLOGIES**

Background: Focus: HOPE's Center for Advanced Technologies (CAT) is a unique university-level engineering program that integrates hands-on skill mastery and interdisciplinary engineering knowledge within an applications context. The CAT had its grand opening in 1993. It is a designated national demonstration project with roots in an historic Memorandum of Understanding (MOU) between the U.S. Departments of Defense, Commerce, Education, and Labor. The Memorandum declared a critical national shortage of advanced manufacturing implementation skills. Today, this crisis continues, with both President George W. Bush and Governor Jennifer Granholm making significant speeches over the past year about the critical skills shortages in science, math, engineering and technology fields, particularly as they relate to the manufacturing sector (see Appendix Q).

*"The scale and nature of the ongoing revolution in science and technology, and what this implies for the quality of human capital in the 21<sup>st</sup> century, pose critical national security challenges for the United States. Second only to a weapon of mass destruction detonating in an American city, we can think of nothing more dangerous than a failure to manage properly science, technology, and education for the common good over the next quarter century."*

U.S. Commission on National Security/21<sup>st</sup> Century, 2001, as quoted by the National Science Foundation in its National Science Board report entitled, "The Science and Engineering Workforce: Realizing America's Potential," August 14, 2003, p. 1.

Greenfield Coalition: In response to the unprecedented MOU, the CAT was designed to provide the engineering equivalent of a "teaching hospital." Engineering students (known as "Candidates") pursue their engineering education within an environment of actual production and research & development contracts. Candidates learn the expert use of advanced technologies required by industry for 21<sup>st</sup> century global competition. Academic coursework uses the experiential context of cost, quality, and delivery to apply theory. Five university

partners - Lawrence Technological University, Wayne State University, University of Detroit Mercy, Lehigh University, and Michigan State University - constitute the “Greenfield Coalition” and award the associate and bachelor degrees in manufacturing engineering and engineering technology. Affiliate partners of the Greenfield Coalition include Walsh College, the University of Michigan, Ohio State University and others. (See Appendices F and G for listings of degree curriculum and course scheduling). In Fiscal Year 2003 another full year of academic offerings was scheduled and conducted at the Center for Advanced Technologies.

Partial support for the initial Greenfield curriculum and development of university-level computer-based learning tools for engineering comes from the National Science Foundation (NSF). Greenfield is nearing completion of the second five-year NSF grant (ending in 2004) in support of this groundbreaking work at Focus: HOPE. At the end of its ten year grant period, NSF funding of \$30 million will have been brought into Michigan and its universities for the work at Focus: HOPE. The most recent site visits with NSF occurred in May and November of 2002. The NSF was pleased with the continued progress of Focus: HOPE and the Greenfield Coalition and congratulatory of our collaborative success. See Appendix Q for national and global recognition related to Focus: HOPE and the NSF (“Coalitions Push for Education Reform,” *Engineering Times*, November 2002; and “Workplace-based Learning – The Student View,” written and presented by CAT Candidate Andre Reynolds at the International Conference on Engineering Education, August 2001 in Oslo, Norway).



Scenes from with the Center for Advanced Technologies on the Focus: HOPE campus in Detroit, Michigan

Under NSF funding, Focus: HOPE with the coalition of universities and industry partners has:

- developed new manufacturing programs at the associate and bachelor levels;
- delivered these programs to the candidates at the Focus: HOPE Center for Advanced Technologies; and
- created web-based learning materials to support learning.

Our university partners have all agreed to continue these programs after the completion of NSF funding. This is evidenced by strong letters of support from the presidents of the Greenfield

degree-granting institutions (see Appendix H). The Greenfield Coalition will procure and use alternate funding after the NSF grant to maintain and continuously improve its web-based learning resources. As noted above, the degree-granting university partners have all pledged their cooperation in continuing their degree programs at the Focus: HOPE Center for Advanced Technologies.

The CAT Model of Experiential Learning – a Teaching Hospital for Manufacturing Engineers: The CAT is a program with international recognition and provides a national cutting edge leadership model for engineering education. Accordingly, in May 2003 Eleanor Josaitis, Focus: HOPE's Co-Founder and Chief Executive Officer, was honored by the Society of Manufacturing Engineers, representing over half a million manufacturing engineers, executives, and practitioners in 70 countries, for helping to create or stimulate development of manufacturing engineering and for exceptional contributions to the development of continuing education opportunities. She was awarded the annual SME Education Award which is given to the educator most respected for the development of manufacturing-related curricula, fostering sound training methods, or inspiring students to enter the profession of manufacturing. She joins a list of highly respected international leaders including individuals from the University of Tokyo, Tokyo, Japan, the Technical University of Aachen, Aachen, West Germany, and the Massachusetts Institute of Technology, Cambridge, Massachusetts.

Strong partnerships with industry, academia, government, foundations, and others provide continuing support, direction and focus. Candidates in the CAT earn their engineering degrees by integrating actual experiential knowledge with academic studies. For Fiscal Year 2003, 146 candidates were enrolled in the CAT, continuing to increase the number of students being served in this program. Moreover, 18 Candidates received associate degrees and four received bachelor degrees.



Key elements of the CAT include:

- a) a futuristic 220,000 square foot learning-manufacturing facility that was completely renovated for that purpose with \$23 million in federal and private sector support. All education, training, research and work activities occur in this facility;
- b) Leading edge manufacturing equipment and information systems representing a federal and corporate investment of over \$80 million; and
- c) automotive, government, and research and development contracts of roughly \$40 million that provide the experiential base and opportunity for Candidates to work and learn simultaneously.

Candidates develop as engineers by integrating academic work and real experience. The academic curriculum addresses such learning modules as: fundamentals of machine operations, tool geometry, chip formation, process planning, time studies, process estimating, cutting fluids, non-traditional tools, mechanics of chip formation, chip morphology, forces/energy, thermal performance, machining economics, and many other required areas. Simultaneously, Candidates work on real manufacturing contracts that build their skills and knowledge of industry requirements.

As full-time employees, candidates advance within the program by rotating through responsibilities that provide wide exposure to the world of manufacturing, as well as build a depth of experience. Production experiences may range from weeks to months in duration, and progressively higher order assignments are sequenced over time. Accordingly, such cross-training exposure leads to high-level problem-solving skills and a sophisticated understanding of manufacturing processes, technologies, techniques, quality control methodologies, as well as team building, communication and leadership skills. (See Appendix I for a chart and description of how job experiences integrate with academics and industry required competencies.)

The manufacturing experiences within the CAT are critical and integral to the learning environment. The educational model is often compared to a “teaching hospital” where future doctors and surgeons learn within clinical settings. Industry contracts range from larger scale Tier One automotive OEM (original equipment manufacturer) production to short order replacement part orders for the U.S. Government. The support that these contracts provide is paramount to the CAT and also representative of our strong industry partnerships.

Laptop and Blackboard Initiatives: This year Focus: HOPE, in partnership with business partner EDS, the Greenfield Coalition, and the Coalition’s university partners, enhanced the computer-based, interactive learning experience for the CAT Candidates through two interrelated initiatives coordinated by the Focus: HOPE Learning Technologies Supervisor.

The partners worked together to acquire, configure, and distribute to all of the Candidates used EDS laptop computers loaded with Focus: HOPE-licensed software. In exchange, Candidates pay a small continuing user fee to support the Focus: HOPE laptop program. The Greenfield Coalition funded the purchase of wireless network cards and installation of a wireless network environment on the Focus: HOPE campus. The wireless environment enables Candidates to use their laptops collaboratively, both during classes and individually throughout the CAT. At home, Candidates have access to the Internet at no cost via the laptop’s built-in modem and the Wayne State University ISP.

Supplementing these expanded learning options, a collaboration of the Greenfield Coalition’s teaching university partners was initiated to coordinate and provide the Blackboard Web-based learning management application for the Greenfield Coalition curriculum. Blackboard provides a means for faculty-Candidate and Candidate-Candidate communications, access to learning resources, discussion groups, e-mail facilities, and even a virtual classroom for live interaction with the instructor via the Web. Through Blackboard, Candidates have improved access to the Web-based learning modules developed by the Greenfield Coalition, as well as other Internet-based resources—any time, anywhere.



The marriage of Web-enabled laptops with an Internet-based learning management system now provides Focus: HOPE Candidates with state-of-the-art learning tools that give them the means to learn better, faster, and more comprehensively.

Six Sigma: In wide use throughout American industry, Six Sigma was adopted by Focus: HOPE as part of its long partnership with the Ford Motor Company, a major proponent of the Six Sigma methodology. Six Sigma is a highly structured, customer and data-driven methodology for solving quality-related problems in manufacturing and business operations. Its objective is to improve quality through process improvements that reduce or minimize variability. It relies heavily on a clear understanding of customer requirements and the process variables that affect those requirements.

Incorporation of Six Sigma into Focus: HOPE and the CAT is a prime example of how Focus: HOPE continuously strives to incorporate industry best practices into its educational and manufacturing environments. As American industry strives to maintain its global competitiveness, organizations such as Focus: HOPE must make every effort to stay at the cutting edge in order to provide their students with outstanding opportunities, as well as to fill the workforce pipeline with individuals capable of contributing to corporate excellence and global competition.

In November 2002, five Focus: HOPE colleagues (two full-time employees and three CAT Candidates) completed four weeks of intensive training in the Ford Motor Company's Consumer-Driven Six Sigma program. Three Six Sigma process improvement projects have been completed, resulting in cost savings and/or quality advances in manufacturing and business operations. Several other projects are being planned and scoped with additional cost savings and quality improvements anticipated.

A plan to fully integrate the Six Sigma methodology throughout Focus: HOPE, including the development of internal Six Sigma technical training capabilities, is being developed. Integration of the methodology is expected to be complete by the end of 2004.

Focus: HOPE Contribution to the SMET Pipeline: Focus: HOPE has made outstanding contributions toward increasing diversity within the traditionally homogeneous science, math, engineering and technology fields (known as SMET). For example in 1996, only 18% of BS engineering degrees were awarded to women, while only 6% of the same degree were awarded to African-Americans nationwide.<sup>4</sup> In stark contrast, Focus: HOPE is succeeding against such trends -- 95% of currently enrolled engineering associate and bachelor degree students are African-American, more than doubling the number of African-American students in the United States pursuing a bachelor degree in manufacturing engineering. Therefore, it is not surprising that the National Science Foundation, a supporting partner of the CAT, refers to the CAT as the nation's largest enroller of minority students in manufacturing engineering. (See Appendix Q

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<sup>4</sup> National Center for Education Statistics. "Entry and Persistence of Women and Minorities in College Science and Engineering Education". pg. 6-7. August 2000.

for a copy of “Real-World Experience Forms the Core of the Nation’s Largest Producer of Minority Graduates in Manufacturing Engineering,” NSF web site article.).

Research and Development – the Mobile Parts Hospital: Also similar to many teaching hospitals is the research and development (R&D) that the CAT has been engaged in for many years. The current R&D program within the CAT is the prototype creation of a ‘mobile parts hospital’ (MPH) for the U.S. Defense Department. The mobile army surgical hospitals, or MASH units of prior years inspired this rapid manufacturing system concept. This unique program provides an unparalleled opportunity for undergraduate engineers to experience, collaborate, and actually develop new technologies and methodologies of the highest national significance. Candidates have been involved with the development of this project since its inception and compete to rotate through this assignment. Few undergraduate programs offer students such firsthand opportunity to work on R&D that is typically reserved for graduate students.



As of Fiscal Year 2003, the MPH is now on a fully aircraft transportable containerized platform. These units are the nation’s only known transportable and agile manufacturing units fully integrated with digital satellite engineering capability and are designed to manufacture parts on demand. The MPH has the capacity to make parts by using cutting and grinding tools, as well as by utilizing such high-tech methods as stereo lithography and laser engineered net shaping (LENS). Such high-tech research and development is at home in the Center for Advanced Technologies because of its emphasis on evolving renaissance engineers whose primary focus is on solving manufacturing problems, whether for the U.S. Government or for our nation’s auto industry.

To date (through Fiscal Year 2003), this collaborative project with the U.S. Army’s National Automotive Center (NAC) headquartered in Warren, MI, represents a federal investment of over \$22.5 million that has been brought into the State of Michigan. The federal appropriation for Fiscal Year 2004 has been designated at \$4.2 million. The National Automotive Center is the Army’s official link to working with commercial and academic partners to generate vehicles that will provide the Army with the mobility, survivability and agility it needs to operate efficiently and effectively in today’s new threat environment.

In August 25, 2003, the NAC announced that the Army would deploy the Mobile Parts Hospital to Camp Arifjan, Kuwait, in support of the American forces in Iraq. Press conferences were held at Focus: HOPE and in Washington, D.C. at the Association of the United States Army (AUSA) annual conference. Now in Kuwait, the MPH is producing a variety of critically needed replacement parts for military vehicles. The MPH's objective is to provide initial treatment to a vehicle so its crew is protected and can finish the mission before going back to the normal maintenance line for repair. Thus far, the MPH has manufactured approximately 150 different weapon system components. (For additional information on the deployment, see Appendix Q for articles describing this exciting development). The hospital's Rapid Manufacturing System (RMS) is the automotive equivalent of the Mobile Army Surgical Hospital (MASH). It combines the latest in manufacturing and technologies through infrastructure linked via satellite to an "agile" communications and storage cell of technical data located at Focus: HOPE's Command and Control Center. The MPH unit sends a request for manufacturing data to the Command and Control Center which then accesses data from the "agile" cell, and the data is then transmitted back to the field unit where the part is manufactured for immediate use. The deploying unit is a 27,000-pound mobile mini-manufacturing center, capable of being employed anywhere in the world and of beginning to produce parts in the field in less than an hour.

Among its capabilities, the MPH can: send and receive digital manufacturing-ready data to make a replacement part for a variety of military vehicles; create manufacturing data; and produce and verify the part before it is released.

Professional Development: In addition to academic coursework and manufacturing experience, Candidates may choose to participate in a Professional Development Workshop Series each semester, with in-depth exposure to such subjects such as resume preparation, interviewing skills, professional presentation, networking, and so forth (see example Workshop Series' semester descriptions in Appendix J). This Workshop Series is designed to give Candidates not only a strong foundation for knowing what is expected in the work place, but also how to go about identifying, interviewing for, obtaining and performing in a job once they have received their degree. Focus: HOPE leverages industry in-kind contributions for these activities that would otherwise cost over \$50,000 per year.

External Rotations: In Fiscal Year 2004, we are looking forward to the establishment of an external rotation program for CAT Candidates. Two such Candidates will begin external rotations with General Motors Corporation in January 2004, one working in the Powertrain Division of General Motors and the other in the Metal Fabrication Division of General Motors. These are the first offsite work rotations made available to Candidates and hopefully the first of many in the future. The external rotations further enhance the experiential education of CAT Candidates.



Placement: Focus: HOPE is strongly committed to assisting all of its graduates in finding gainful employment. Last year our bachelor degree CAT graduates earned an average starting salary of \$55,000. This starting salary average is approximately 12% above the national average (according to the National Association of Colleges and Employers). Moreover, CAT graduate starting salaries for Fiscal Year 2002 were slightly higher than

Carnegie Mellon engineering graduates. Many of our graduates have moved on to exciting engineering careers with General Motors, DaimlerChrysler, Ford, Visteon, Lear, and others. (See Appendix K for a partial list of industry partners who have hired Focus: HOPE graduates). Moreover, still others have gone on to complete graduate degrees. For a firsthand account of what has happened to just a few of our graduates, please see Appendix L, which contains several student profiles, including one on Denise Ankofski Scheid, the General Motors' engineer pictured above.

### **THE HIGH SCHOOL PROGRAM (MACHINIST TRAINING INSTITUTE AND FAST TRACK/FIRST STEP)**

The Focus: HOPE High School Program is a pioneering advanced placement, dual enrollment program that provides high school students the opportunity to learn career skills and gain college credits while pursuing their regular high school diploma. The program currently overlays with the FAST TRACK/First Step programs and the accredited curriculum of the Machinist Training Institute (MTI). Students who are in their junior and senior year dually enroll at Focus: HOPE, and subsequently graduate from high school and from the Machinist Training Institute simultaneously. The MTI provides in-demand skills training for careers in machining and advanced manufacturing areas to its graduates. It also can provide a route to degree level education through the Center for Advanced Technologies.

Since opening in 1981, the Machinist Training Institute has graduated more than 2,400 advanced manufacturing/precision machining students, nearly all minorities and women. The MTI offers state-licensed, ACCET accredited courses in precision machining and metalworking at both the basic and advanced levels. During the full-time 31-week basic course, students receive 1,108 contact hours of formal instruction in applied mathematics, manufacturing theory, blueprint reading and graphics, statistical process control and metrology, and communications. Of this, industry experts teach 495 hours of practical experience in machine processes. (See the attached curriculum and schedule in Appendix M). The Fiscal Year 2003 starting wage for graduates of

Focus: HOPE's Machinist Training Institute ranged between \$8.50 and \$12.00 per hour. Beginning in fall 2003, new classes start every 8 weeks, rather than every 4 weeks.

The MTI's 59,000 square foot shop laboratory completed phase two renovation in Fiscal Year 2003 and is equipped with nearly 100 conventional and computer-controlled machine tools, a complete tool room, metrology laboratory, and two 20-station CAD laboratories. Trainees learn the set-up, operation, and maintenance of conventional lathes, mills, and grinders commonly used in industry. An introduction to the programming, set-up, and operation of computer numerical controlled Bridgeport mills and machining centers is included.

Focus: HOPE believes the Machinist Training Institute to be the country's largest such program and provides a considerable advantage to the Michigan manufacturing industry in supplying skilled workers. In a report released by the Michigan Department of Career Development in May 2002 an analysis of Michigan's skilled production occupations shows that labor supply will lag demand. The largest supply/demand gap appears in the high growth machinist and related occupations area. This same report shows that the Focus: HOPE MTI programs provide Michigan industry with over 50% of the new machinist entrants from formal training programs. The report goes on to find that looking to the future, Michigan manufacturing industries are projected to generate more than 200,000 jobs over the next decade in order to replace workers retiring from the manufacturing labor force. Clearly, Focus: HOPE's manufacturing career-focused programs will continue to provide a competitive advantage for Michigan. (See Appendix Q for excerpts of "The Future of Michigan's Manufacturing Workforce" report).



The high school students are not charged any tuition for participation in this program. Students typically attend regular high school classes five hours per day and MTI classes three hours per day, five days per week, for a total of 15 high-school credits per semester. All other high school requirements are met through attendance at the home school. As such, while the traditional MTI adult program is a 31-week program, high school students complete the MTI curriculum over the course of their junior and senior years of high school, usually including summer sessions.

Under the High School program, if a student tests below 9<sup>th</sup> grade reading and 10<sup>th</sup> grade math levels, the student will enroll in either the First Step or FAST TRACK program (16 of the High School students participated in these programs in Fiscal Year 2003, which will be described in succeeding pages). If the student tests at 9<sup>th</sup> grade reading and 10<sup>th</sup> grade math levels or greater, the student enrolls directly into the MTI program. Under the first scenario, students may complete the MTI certification program at the same time they graduate from high school.

The High School program gives graduates career options and opportunity -- an MTI certificate along with a high school diploma, career opportunity in a high-skill, high-wage arena and as many as 30 advanced college credits at Wayne County, Oakland and Macomb Community Colleges (via articulation agreements). They may then go on to enroll in the Focus: HOPE pre-engineering program, which leads into the Center for Advanced Technologies.

The 24 week part-time (5.5 hours/day) Pre-Engineering program (560 contact hours) provides students who plan to enroll as Candidates in the Center for Advanced Technologies (CAT) with a very strong math foundation, necessary in order to be successful in the undergraduate engineering programs. Students who successfully complete the Vestibule, Basic Precision and Advanced Precision Machining coursework may receive as many as 14 credits toward their Lawrence Technological University associate degree.

Under the second scenario a student may complete the pre-engineering program at the same time as the high school degree is awarded. The student may then choose to immediately become a Candidate at the Center for Advanced Technologies, take employment, or begin post-secondary education elsewhere with articulated college credits in hand.

Focus: HOPE is currently planning to expand offerings to high school students to include entering the Information Technologies Center (ITC) to participate in its certification programs. In order to enter the ITC, students will have to demonstrate 12<sup>th</sup> grade competency in English and 9<sup>th</sup> grade competency in math.

To date, fifteen high schools have partnered with Focus: HOPE: Crosman Alternative; Detroit School of Industrial Arts; Finney; Kettering; Krolick Alternative; Martin Luther King, Jr.; MacKenzie; Mumford, Northern; Osborn; Renaissance; Southeastern; Southwestern; Western International; and West Side Alternative. For Fiscal Year 2003, enrollment in the High School Program was 93 students. Significantly, seven former High School Program enrollees have moved on to participate in the CAT program in Fiscal Year 2003.

### **FAST TRACK/FIRST STEP**

Many individuals obtain high school degrees and GED certificates but are not functionally capable of performing at a high school graduate level in the workforce, and often they are also not capable of successfully pursuing post-secondary education. Consequently, Focus: HOPE has designed a competency-based pathway that requires incoming students to have a high school degree or GED and to functionally test at a minimum of 9<sup>th</sup> grade reading and a minimum of 10<sup>th</sup> grade math in



order to enter the Focus: HOPE Machinist Training Institute. The Focus: HOPE Information Technology Center requires a minimum of 12<sup>th</sup> grade reading and 9<sup>th</sup> grade math skills.

Because of the above, Focus: HOPE initially designed the highly successful and widely mimicked FAST TRACK program<sup>5</sup> to raise math skill levels from 8<sup>th</sup> grade to a minimum of 10<sup>th</sup> grade and reading skill levels from 8<sup>th</sup> grade to a minimum of 9<sup>th</sup> grade within seven weeks utilizing an intensive, full-time, computer-based training program. These stated grade level increases are minimum numbers and can increase further to grade level 12 or beyond depending on the individual student's personal objectives. Following the success of FAST TRACK and upon the initiation of welfare-to-work requirements, Focus: HOPE found that an additional program was needed to raise many individuals' math skill levels from 6<sup>th</sup> grade to 8<sup>th</sup> grade. Thus a four-week First Step program was created to immediately precede FAST TRACK for those individuals needing additional assistance. (See Appendix N for First Step and FAST TRACK curriculum guides).

Instructors assign math and reading modules, schedule weekly productivity goals for each person, monitor, and record progress on a daily log, and provide individualized attention. Tutors are available if required. Instructional effectiveness is key to Focus: HOPE's overall capacity to prepare low-income individuals and others for employment opportunities through a coordinated and linked system of effective career and life preparation programs.



Emphasis is placed on the “4 A’s” of “Attendance, Academics, Attitude, and Appearance,” in order to prepare students for the expectations of a professional work environment. Students attend classes from 8:00 a.m. to 4:00 p.m., Monday through Friday, and have access to a wide range of counseling, testing, and career preparation services. Moreover, Focus: HOPE provides a mandatory drug-free educational environment, life and financial management counseling, and other student services. In short, Focus: HOPE provides a cadre of wrap-around supportive services to fully meet the special challenges faced by these students.

In addition to self-paced learning, small group sessions are held in the following subjects: math concepts, computer utilization, and communication skills; direction and practice of successful employment discipline thorough the use of productivity schedules and performance evaluations;

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<sup>5</sup> For example, Michigan created a state-wide program called Fast Break, based in large part on the success and model of Focus: HOPE's FAST TRACK program.



and exploration of technical career options. Historically, about 80% of students successfully complete these programs. For Fiscal Year 2003, enrollment in the FAST TRACK and First Step programs was 330 students, with completion rates of 74% and 90% respectively.

During Fiscal Year 2003, Focus: HOPE completed construction of its first satellite training location in Southwest Detroit, co-located with Covenant House Michigan, which donated the physical space. The Southwest Training Center (SWTC) (2,544 square feet), including two instruction classrooms and two computer labs, is designed to provide adult literacy and math instruction via the First Step and FAST TRACK programs sufficient to equip/prepare students to successfully enter either the Focus: HOPE Machinist Training Institute or the Information Technologies Center. This satellite center will provide an opportunity for residents who do not currently have access to the myriad of vocational and computer-based education and training services delivered by Focus: HOPE on its main campus. These include, but are not limited to, individuals who are homeless (the clients of Covenant House Michigan) and/or residents of Southwest Detroit, primarily of Latino, as well as African-American, Arabic, and Caucasian, origin. The SWTC began High School Program operations in Fiscal Year 2003. We anticipate the establishment of part-time First Step and FAST TRACK programs at this location in the near future.

A transportation shuttle is available to the Focus: HOPE main campus from the Southwest Training Center. All construction and transportation (shuttle van and fuel) costs have been donated through corporate and individual gifts.

As indicated, the Focus: HOPE First Step and FAST TRACK programs address the general readiness of high-school graduates and GED holders for success, linking graduates with opportunities in the key job-generating and wealth-producing sectors of the Michigan economy – manufacturing and information technologies. Graduates may continue on to advanced job training in Focus: HOPE or elsewhere in post-secondary education, including two-year or four-year degree granting institutions, or move directly to employment.

#### **OTHER FOCUS: HOPE PROGRAMS AND ACTIVITIES (NOT FUNDED BY THE STATE OF MICHIGAN)**

Focus: HOPE operates a number of other programs that are essential to carrying out its civil and human rights mission, many of which impact or relate to the state funded programs. They are described in the following pages.

The Information Technologies Center (ITC): The Information Technologies Center was established in January 1999 to provide a broad range of industry-certified training programs in network administration, network installation, and desktop and server administration. The extensive curriculum includes classroom and lab assignments in 14-45 week long programs, based on the proven MTI/CAT model (see Appendix O for ITC curriculum, class starts in Fiscal Year 2003, and program descriptions). The ITC is providing minorities and women, in particular, access to high paying careers while addressing a critical nationwide worker shortage

in the field of information technology. The ITC has graduated 500 students from its programs thus far. Current starting wages are typically \$10 to \$15 per hour. Graduates with 2-3 years worth of experience and who continue to earn certifications in this area can earn salaries in the range of \$40,000 to \$60,000.



“Employers may also seek IT workers who possess more commonly recruited for in the IT labor market, Microsoft, Cisco, Novell, and Oracle. While such lower level IT positions, such preparation alone is not sufficient for higher level positions.”

*Education and Training for the Information Technology Workforce*  
from the Secretary of Commerce, U.S. Department of Commerce, June 2003, p. 2.

*Accreditation Process* -- Now that the ITC program has been in operation for several years, it is now qualified to apply for, and is in the process of

applying for accreditation with the Accrediting Council for Continuing Education & Training (<http://www.ACCET.org>). The ACCET, officially recognized by the U.S. Department of Education since 1978, has been deemed a reliable authority as to the quality of education and training provided by the institutions it accredits. This rigorous year-long process includes, but is not limited to the following: meeting a series of eligibility requirements involving an analysis of objectives, resources, finances, enrollment practices, curriculum, programs, policies, procedures, and achievements; hosting a fact-finding team for an on-site visit; and so forth. All required documentation was collected and forwarded to ACCET in late Fiscal Year 2003. An on-site examination is tentatively scheduled for mid-April 2004. Assuming all goes well, ITC accreditation will occur soon thereafter.

“Surveys and analyses suggest that employers show some willingness to hire individuals without a bachelor’s degree – for example, those with a two-year degree – for tech support/call center jobs, Web development and administration, some database-related jobs, and some jobs in network design and administration, although there is often a requirement for previous work experience and/or a technical skill certification. However, further formal postsecondary education or even a four-year degree would typically be needed for advancement in the field, especially promotion to IT management.”

*Education and Training for the Information Technology Workforce*, a Report to Congress  
from the Secretary of Commerce, U.S. Department of Commerce, June 2003, p. 2.

companies that use information technology for competitive advantage. The curriculum will be not just be a mix of engineering and business classes, but classes that truly integrate IT engineering and business. Walsh College and Wayne State University have partnered with Focus: HOPE to create this exciting new program, which will also leverage Greenfield Coalition accomplishments. Like the CAT’s current programs, the IMSE program will include real-world

experience as an integral part of the program. Ford, TACOM, EDS, and IBM are a few of the corporate partners. Pending funding support, it is hoped that this program will enroll its first class of students directly from the Focus: HOPE certification programs beginning in fall 2004.

*Incumbent Worker Training for Comcast* – In a new partnership with Comcast, Focus: HOPE began offering computer literacy classes to Comcast employees in July 2003. With plans to train 15 people per class in the use of Microsoft Office products, e.g., Word, Excel, PowerPoint, Access and Outlook, Focus: HOPE expects to run 20 classes per year for Comcast with an estimated 300 people trained per annum.

Focus: HOPE Quality Systems: Focus: HOPE is firmly committed to establishing quality processes for every program and activity in which it engages. These efforts were begun in 1998 in response to relationships with manufacturing customers, e.g., the big three automakers, and an increasing desire to improve the quality of their products. However, Focus: HOPE has since voluntarily committed to initiating such processes throughout the remainder of the organization in order to ensure proper stewardship of its resources and excellence in fulfilling its mission.

Focus: HOPE embarked on a 3-phase implementation process in February 2002 with plans to lead it to achieving ISO 9001:2000 certification for the entire organization by March 2004. See Appendix R for articles on ISO certification). Achieving such certification illustrates a level of organizational quality that few other non-profit, training, or childcare organizations have obtained. According to the International Organization for Standardization, in the ISO 9001 context:

the standardized definition of quality refers to all those features of a product (or service) which are required by the customer. Quality management means what the organization does to ensure that its products or services satisfy the customer's quality requirements and comply with any regulations applicable to those products or services. In addition, ISO 9001 requires organizations to improve their performance continually in quality management.<sup>6</sup>

The Focus: HOPE quality policy statement reads as follows: “With Passion, Persistence and Partnerships we strive for Perfection.... This commitment we Pledge to our Customers.” The certification scope description is: “A non-profit, civil and human rights organization whose goal is to overcome racism, poverty and injustice. The organization offers career training in machining, engineering and information technology, child care and early childhood development, business conference facilities, and provides logistics service for industry and government agencies.”

ISO has already helped to increase cost savings, efficiencies and processes across the organization. For example, the Focus: HOPE Information Technologies Center received a Silver Award in 2003 from the Michigan Department of Commerce and Industry Services/ Consultation, Education and Training (CET) Division for outstanding safety and health

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<sup>6</sup> See Appendix R for a detailed description of ISO from the website [http://www.iso.ch/iso/en/iso9000-14000/basics/general/basics\\_4.html](http://www.iso.ch/iso/en/iso9000-14000/basics/general/basics_4.html).

achievement for maintaining an accident free environment for one year. Focus: HOPE recently self-nominated both its Machinist Training Institute and its Center for Children for Michigan Occupational Safety and Health Administration (MIOSHA) Gold Awards based on over 3 years of meeting high safety standards that resulted in few lost work days.

As noted above, QS 9000 certification, applying solely to Focus: HOPE's manufacturing operations, was achieved in 1998 and will be migrated into the new industry-wide ISO/TS 16949 standard. On another front, Focus: HOPE has initiated the process for achieving ISO 14001 certification in 2004.

ISO 14001 is primarily concerned with 'environmental management.' In plain language, this means that a system is being set in place to minimize harmful impacts on the environment caused by its activities... In the case of ISO 14001, the efficient and effective management of processes is going to affect whether or not everything has been done to ensure a product will have the least harmful impact on the environment, at any stage in its life cycle, either by pollution, or by depleting natural resources.<sup>7</sup>

Finally, all of the quality systems being utilized by Focus: HOPE to improve its operations will be integrated into a comprehensive, campus-wide quality and environmental management system in the future.

Center for Children (CFC): Begun in 1987, the Focus HOPE Center for Children offers infant and toddler care (beginning at 6 weeks of age through 2 year olds), Montessori and early childhood preschool education (age 3 through kindergarten), and before and after-school programming and a summer day camp for 6-12 year olds. The Montessori approach to early childhood education stresses the needs and basic development of the young child, including social and intellectual activities aimed at enhancing self-confidence and independence in an atmosphere of love and respect for the child. Admission is open to parents enrolled in Focus: HOPE training programs, the community-at-large, and Focus: HOPE colleagues. Since its opening, the Center for Children has provided child-care and educational services to over 5,000 children. Enrollment in Fiscal Year 2003 was 185 children.

*Accreditation Process:* The Center for Children, among the first organizational subunits to receive ISO certification, committed in 2003 to pursuing its National Association for the Education of Young Children (NAEYC) Academy for Early Childhood Program Accreditation. NAEYC administers a national, voluntary, professionally sponsored accreditation system to help raise the quality of all types of preschools, kindergartens, child care centers, and school-age child care programs. There are currently about 8,000 NAEYC-accredited programs nationwide, serving nearly 700,000 children and their families. Only two programs are currently accredited within the City of Detroit, while an additional 143 other programs, serving 13,874 children, are accredited throughout the State of Michigan. The entire CFC accreditation process is expected to take 2-3 years.

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<sup>7</sup> Ibid.

Student Loan Fund: Most Focus: HOPE training and education programs have associated tuitions, with the exception being the CAT associate and bachelor degree programs. Because most Focus: HOPE students do not have the ability to pay for their education costs, the Student Loan Fund was established to assist students in financing their education. The Student Loan Fund was capitalized with about \$11.8 million of private sector contributions. These contributions were solicited as part of a larger \$75 million fundraising campaign.

The Student Loan Fund Program supports the students of Focus: HOPE, the vast majority of whom are low-income, minority individuals. This program allows them the opportunity to obtain quality education that will result in a career, not just a job. Once a student enters a training program, s/he signs an agreement to repay tuition costs upon graduation and placement into a job. Available public and private grant sources offset student tuition responsibilities.

The Loan Program is unique in a number of ways:

- 1) it is capitalized with private sector dollars, including a \$3 million program related investment from the Ford Foundation, New York;
- 2) it complements currently available government aid;
- 3) the payment terms are more flexible than government loans;
- 4) while at Focus: HOPE, students participate in programs designed to educate them on credit and debt management (e.g., partners, such as Ford Motor Credit, conduct workshops for students in this area ); and
- 5) it provides access to capital to a population of students who would not be able to qualify for traditional student loans and thus gives them the tools to be self-sufficient.

In addition to the \$3 million investment in the Loan Fund, the Ford Foundation has funded the design of a longitudinal study to assess the Student Loan Fund operations and results (see next section). They have also funded the first year of the study. When complete, the study will provide data to evaluate whether lending to this population group is viable for lenders and results in improved earnings and life outcomes for individuals. We anticipate that the results will provide data to Focus: HOPE in designing future programs, but will also have national impact on to other workforce development programs and policy makers by providing another strategy to finance these programs on a sustainable basis. In other words, the Focus: HOPE Student Loan Fund could prove to be a model that can be replicated, thus changing many additional lives beyond the students who attend Focus: HOPE programs.

In 2004, we forecast that approximately \$4 million in tuition will be loaned to students in Focus: HOPE training programs.

Student Loan Fund Study: Focus: HOPE implemented the private Student Loan Fund in July 1998. As of this writing and as described in detail immediately above, the Fund is capitalized at \$11.8 million through corporate, foundation and individual grants and a Ford Foundation Program Related Investment (PRI) of \$3 million. In 2002, the Ford Foundation issued an associated grant of \$100,000 to produce a design of a longitudinal study to measure program outcomes, Loan Fund operations, operating rules, factors that determine repayment and the interactions between those elements.

A contract was issued to the W.E. Upjohn Institute for Employment Research (Upjohn), in Kalamazoo, MI, led by Dr. Kevin Hollenbeck, on March 31, 2003. This important project will include a three-year longitudinal study of a multi-year cohort of entering students and a comparable group as well as related capacity building and data infrastructure to include the following evaluation goals:

- a review and assessment of the operations and outcomes of the student loan fund;
- an evaluation of the net impacts of the adult training programs on labor market experiences, such as employment spells and earnings, and on non-economic, qualitative outcomes such as family behaviors (second generation effects), employability skills, and psycho-social outcomes, etc. ; and
- dissemination of the results through a monograph.

In September 2003, the Ford Foundation made a \$454, 000 grant to fund the first year of this study. Focus: HOPE is in the process of securing additional partners for this project. Keith Cooley, Focus: HOPE Chief Operating Officer, and Lloyd Reuss, Chairman of the Greenfield Coalition and Executive Dean of the CAT, were invited to visit and make a presentation to the Trustees of the Ford Foundation in New York regarding this exciting new study during fall 2003. Focus: HOPE believes the results of this study will not only strengthen its ability to serve students, but will also provide a national model for replication.

Recruitment and Marketing Activities: Focus: HOPE education and training programs enjoy the strong support of a number of industry partners in many of its efforts to secure eligible students and candidates. One particular area of focus has been the planning and production of a pro bono promotional campaign intended to help increase enrollment across all of our education programs. Focus: HOPE, through the generosity of Comcast Cablevision, produced a cable television commercial in Spring 2003 to promote Focus: HOPE's training and education programs. The resulting commercial ran widely on Michigan Comcast cable stations throughout the summer and early fall. Preliminary results indicate a broadening demographic student population, drawing students from outside the traditional Detroit boundaries.

Moreover, top executives of the three major U.S. automotive companies will be featured in a second series of television commercials emphasizing the quality of Focus: HOPE graduates and the competitiveness of its programs. Individuals from both Ford Motor Company and Comcast Cablevision have donated their time and talent in the way of planning and producing the commercials, which are planned to begin airing in the first quarter of 2004. The overall impact of the support we have received from these industry partners has been threefold: an increase in the general awareness of our programs; the building of a positive brand image; and an increase in enrollment of eligible candidates.

Focus: HOPE has a full-time admissions staff responsible for reaching out to both traditional and nontraditional student populations of all backgrounds, ages, etc. The recruiting staff considerably increased their outreach activities during Fiscal Year 2003, particularly targeting populations that have not traditionally been as familiar with Focus: HOPE in the past. Focus: HOPE board members assisted in these activities by participating in a number of community events, as well as a tour of the main campus and luncheon hosted by Focus: HOPE on September

26, 2003 for local community leaders from primarily Southwest Detroit. Such activities have increased the number of student referrals to our programs.

## **CONCLUSION**

Despite the challenges of our state and national environment (slowed economy, war on terrorism, corporate turmoil, etc.), Focus: HOPE has accomplished its objectives for Fiscal Year 2003. As with most organizations, corporate and non-profit, we must remain agile and responsive to changing conditions. While weathering current economic conditions, the organization remains committed to positioning Detroit and Michigan with the competitive advantage it requires for current and future success.

We share our mission, commitment and experiences with all who have an interest in learning how Focus: HOPE has become the institution that it is today, as well as where we are heading in the future (see Appendix P for a select list of distinguished visitors over the years). In fact, 5,500 people toured the Focus: HOPE campus in Fiscal Year 2003 and over 27,000 volunteers spent roughly 350,000 hours contributing their time and energy to a myriad of campus programs and activities. This collaborative activity helps to fuel the passion that keeps Focus: HOPE growing, changing and evolving as it serves the citizens of Michigan.

The individuals served by Focus: HOPE represents a vast untapped labor pool. They may be people looking for work, single parents who lack skills or face barriers to employment, minorities or women underrepresented in critical professional occupations, or those who are underemployed. They may be individuals adjusting to major welfare reform, people with very low adult basic education, or those who have never turned on a computer. They may be students who have performed well academically in the past who became disenfranchised with traditional post-secondary education. Focus: HOPE breaks down barriers to success for these individuals, with tools of empowerment including: education, training and supportive services. As such, we bridge the gap between the state and nation's need for a technically trained workforce and individuals desperately and persistently seeking economic prosperity.





The successes experienced through the Focus: HOPE training programs for citizens and Michigan industry are only possible through the many partners and supporters of the organization and its programs. Support for Focus: HOPE is a mosaic of government agencies, corporations, philanthropic organizations, and individuals. It is truly partnership along with passion and persistence that provides on-going success. ***No partner and support is more important than the State of Michigan.*** The state appropriations investment provides a critical foundational support for leveraging the other federal, philanthropic, and corporate investments that flow into or remain within Michigan. On behalf of all of the Focus: HOPE students, employers, and other stakeholders, we thank the Michigan Legislature, Governor, and Fiscal Agencies for continued support and partnership as we strive together to make and keep Michigan and its citizens at the forefront of national prosperity.

**FOCUS: HOPE**  
**RESPONSE TO LEGISLATIVELY REQUESTED SPECIFICS**

This overall report provides a Fiscal Year summary of the education and training programs at Focus: HOPE that receive legislative support from the State of Michigan (Fiscal Year 2003 funding of \$5,860,200). The information is intended to be descriptive and detailed in order to provide the reader with a thorough understanding of the operations, results and program impact. The following information is specifically excerpted from accounts and records and presented in a point-by-point format as prescribed and required by legislation.

**a) Detailed expenditures for administration, including salaries and wages of employees.**

The detail of specific individual salaries and percentage allocations can be found in the Budget Reporting section of the overall report immediately following (Part V).

The total amount of funding allocated and used for the budget category of administration was \$50,613. This entire amount went toward salaries of two individuals with administrative responsibilities. This represents .86% the total state funding. There are an additional seven positions in other categories that also have administrative responsibilities. The allocations for these seven positions amount to \$204,543. Hence, the combined total for administration is \$255,156 or 4.3% of total state funding.

**b) Amount allocated for education and training programs including the number of students served by each program.**

All of the \$5,860,200 is allocated for the education and training programs. The total amount is sub-allocated as follows:

|                                  |                   |
|----------------------------------|-------------------|
| Center for Advanced Technologies | \$5,229,300       |
| First Step/FAST TRACK            | \$ 325,000        |
| High School Program              | <u>\$ 305,900</u> |
| Total                            | \$5,860,200       |

This total amount is further allocated as per the following applicable high-level budget categories defined by the Workforce Investment Act:

|                        |                    |
|------------------------|--------------------|
| Program Administration | \$ 50,613          |
| Training Services      | <u>\$5,809,587</u> |
| Total                  | \$5,860,200        |

The number of students served by each program for FY 2003 (October 1, 2002 to September 30, 2003) was:

| <u>Program</u>                   | <u>FY 03 Target<br/>Enrollment</u> | <u>FY03 Actual<br/>Enrollment</u> |
|----------------------------------|------------------------------------|-----------------------------------|
| Center for Advanced Technologies | 125                                | 146                               |
| First Step/FAST TRACK            | 450                                | 330 (155/175)                     |
| High School Program              | 100                                | 93                                |

**c) Amount allocated for job search assistance and career planning including the number of students served by each program.**

Focus: HOPE provides career planning across all of its education and training programs. The programs have been specifically developed to be employment-oriented and developed with industry partnerships. Career planning topics are integrated within the subject material presented and used for coursework and skills training. For example, within the communications components of the FAST TRACK program, exercises are done in resume writing, employment cover letter composition, interview thank you letters, and employment applications. Additionally the employment interview process and interview questions and responses are covered within the program. This pervasive employment skill focus becomes the responsibility of all of the individuals involved in the education process from instructors and supervisors to administrators. For this reason, career planning does not appear as a separate allocation within the budget. The activities correlated with career planning are integrated within the training services.

Job search assistance is a distinct activity within the Focus: HOPE programs. Expected outcomes for all programs are advancement into higher-level training or employment. The ultimate outcome expectation is employment. For the Center for Advanced Technologies, the following amount was allocated:

| <u>Program</u>                                       | <u>Placement Allocation</u> |
|--|-----------------------------|
| Center for Advanced Technologies                     | \$52,757                    |
| First Step/FAST TRACK and the<br>High School Program | \$ 7,700                    |

The CAT item can be found in Attachment A of the Part V – the Budget Report. This charge represents the salary of one individual with job placement responsibility within the CAT. Additional work beyond this one individual occurs within the CAT but is charged to other funding, is integrated with other responsibilities, or is in-kind contribution from other partners. Similarly, the \$7,700 item represents the allocation to another individual with job placement responsibilities for MTI, FAST TRACK and First Step.

For instance, students participate in a Professional Development Workshop Series each semester, including subjects such as resume preparation, interviewing skills, professional presentation, networking, and so forth (see sample CAT Professional Development Workshop Series' schedule in Appendix J). This Workshop Series is designed to give students not only a strong foundation for knowing what is expected in the work place, but

how to go about identifying, interviewing for, obtaining and performing in a job once they have received their degree. Focus: HOPE leverages industry in-kind contributions for these activities that would otherwise cost over \$50,000 per year.

The expected outcome for FAST TRACK and First Step is advancement into a career training program. Completers of the First Step, FAST TRACK, or High School Programs who choose to enter employment directly at graduation will use the placement services of the Machinist Training Institute.

Since career planning is integrated within the program curriculum, the number of students served by each program is consistent with the enrollment for each program (CAT – 146, First Step/FAST TRACK – 330, High School Program – 93).

Center for Advanced Technologies bachelor degree graduates were placed at an average starting salary of \$55,000 in Fiscal Year 2003, a 5% increase over the previous year. This starting salary average is 13% above the national average (ref. National Association of Colleges and Employers). The higher starting salaries of CAT graduates are one external substantiation of industries' value for experientially-based education. See Appendix K for and a list of employers who have hired Focus: HOPE graduates. Also see Appendix Q for articles referencing or written about the Center for Advanced Technologies such as "Coalitions Push for Education Reform," by the National Society of Professional Engineers *Engineering Times*.

The average starting wage for graduates of Focus: HOPE's Machinist Training Institute is ranges between \$8.50 and \$122.00 per hour in Fiscal Year 2003. Graduates of the Information Technologies Center (ITC) typically start between \$10 and \$15 per hour. ITC internship placements typically range from \$8 to \$10 per hour.

**d) Detailed expenditures for any contracts entered into with the use of these funds.**

Expenditures for on-going services have been allocated to FY 2002 funding as follows:

| <u>Service Arrangement</u>      | <u>Allocation</u> |
|---------------------------------|-------------------|
| Information Technology Services | \$150,000         |
| Transportation (High Schools)   | \$125,000         |
| Universities                    | \$675,000         |

Focus: HOPE sources the support services for the information technologies/computer infrastructure throughout the campus. The amount allocated to the CAT, FS&FT, and HS programs for this funding is \$150,000. The EDS Corporation is the current provider of IT services for the Focus: HOPE infrastructure.

Transportation services in the amount of \$125,000 were allocated for transporting high school students back and forth from their home schools to the Focus: HOPE campus. Express Motor City was the transportation provider during this time period.

Focus: HOPE has existing arrangements with university partners to deliver services within the Center for Advanced Technologies. The universities included in this allocation are Wayne State University, Lawrence Technological University, and University of Detroit-Mercy. See Appendices F, G, and H for detail concerning course curriculum, schedule and description of the CAT academic program, as well as letters from our degree granting institutions concerning their longterm commitment to this program.

**e) Detailed expenditures for any program enhancements including number of new hires and capital expenditures.**

No program enhancements or capital expenditures for any of the programs were charged or allocated to this funding. No new hires in new positions were charged to this funding.

While no enhancements or capital were allocated to this funding, there have been changes and renovations to these or other Focus: HOPE programs that have started or been completed during this reporting period and have been paid by other grants or sources. These investments will positively impact all of the programs and are discussed in other areas of this report.

Most significantly has been the renovation of the Machinist Training Institute building, which also houses the First Step and FAST TRACK programs. Completion of the second phase of building renovations occurred in 2003. This phase of the renovation involved the completion of mechanical, electrical and other related activities to the interior of the 1920's era former industrial facility. As noted in the previous report, electrical, heating, plumbing, and lighting all required modernization. The renovation updated classrooms, the shop floor and offices to support the advanced training and education environment of the 21<sup>st</sup> century.

Another significant development was the establishment of an extension site located in southwest Detroit. Called the Southwest Training Center, this site features four classrooms for teaching First Step and FAST TRACK classes. The High School Program held classes in this facility during Fiscal Year 2003. The extension will also offer transportation shuttles to Focus: HOPE's main campus further enabling community access to the Machinist Training Institute, Information Technologies Center, and Center for Advanced Technologies. The southwest site is located on the grounds of Covenant House. Funding for the facility renovation was provided by private sources (CAPE Health, Sue Sarin, The Skillman Foundation, and William Brodhead). Ford Motor donated an alternative fuel passenger van and DTE Energy has donated fuel for one year.

ATTACHMENT A

|                           |                     |                | WIA<br>ADULT          | WIA<br>STATEWIDE      | GF/GP                 |
|---------------------------|---------------------|----------------|-----------------------|-----------------------|-----------------------|
| Salaries and Wages        |                     |                |                       |                       |                       |
| Department                | Position            | 2003<br>Actual | Percent<br>Allocation | Percent<br>Allocation | Percent<br>Allocation |
| Student Services          | Mgr                 | 45,913         |                       |                       | 54% 24,793            |
|                           | Mgr                 | 47,815         |                       |                       | 54% 25,820            |
| SUBTOTAL 1 Administrative |                     |                |                       |                       | 50,613                |
|                           | Adm Asst            | 20,297         |                       |                       | 33% 6,698             |
|                           |                     | 23,155         |                       |                       | 33% 7,641             |
|                           | Financial Aid Staff | 27,145         |                       |                       | 33% 8,958             |
|                           |                     | 8,588          |                       |                       | 33% 2,834             |
|                           |                     | 32,961         |                       |                       | 33% 10,877            |
|                           | Compliance Staff    | 21,330         |                       |                       | 50% 10,665            |
|                           |                     | 22,470         |                       |                       | 50% 11,235            |
|                           |                     | 23,168         |                       |                       | 50% 11,584            |
|                           | Admissions Staff    | 27,028         | 25%                   | 6,757                 |                       |
|                           |                     | 13,120         | 25%                   | 3,280                 |                       |
|                           |                     | 9,680          | 25%                   | 2,420                 |                       |
|                           |                     | 31,000         | 25%                   | 7,750                 |                       |
|                           |                     | 29,000         | 25%                   | 7,250                 |                       |
|                           |                     | 13,288         | 25%                   | 3,322                 |                       |
|                           |                     | 14,460         | 25%                   | 3,615                 |                       |
|                           |                     | 34,270         | 30%                   | 10,281                |                       |
|                           | Placement           | 30,800         |                       |                       | 25% 7,700             |
|                           |                     | 52,757         | 100%                  | 52,757                |                       |
|                           | Student Service Rep | 28,840         |                       |                       | 25% 7,210             |
|                           |                     | 23,118         |                       |                       | 33% 7,629             |
|                           | IT Systems          | 20,336         |                       |                       | 25% 5,084             |

ATTACHMENT A

|   |                              |                | WIA<br>ADULT          | WIA<br>STATEWIDE      | GF/GP                 |
|---|------------------------------|----------------|-----------------------|-----------------------|-----------------------|
| Salaries and Wages                      |                              |                |                       |                       |                       |
| Department                              | Position                     | 2003<br>Actual | Percent<br>Allocation | Percent<br>Allocation | Percent<br>Allocation |
| SUBTOTAL 2                              |                              |                | 97,432                | -                     | 98,115                |
| Fast Track                              |                              |                |                       |                       |                       |
|   |                              | 30,699         |                       | 100%                  | 30,699                |
|   |                              | 26,954         |                       | 100%                  | 26,954                |
|   |                              | 28,938         |                       | 100%                  | 28,938                |
|   |                              | 32,500         |                       | 100%                  | 32,500                |
|   |                              | 51,295         |                       | 100%                  | 51,295                |
| Machinist Training Institute            |                              |                |                       |                       |                       |
|   | Mgr                          |                |                       |                       |                       |
|   |                              | 65,000         |                       | 45%                   | 29,250                |
|   |                              | 45,000         |                       | 45%                   | 20,250                |
|   |                              | 45,000         |                       | 45%                   | 20,250                |
|   | Supervisors                  |                |                       |                       |                       |
|   |                              | 35,000         |                       | 45%                   | 15,750                |
|   |                              | 36,051         |                       | 45%                   | 16,223                |
|   |                              | 35,000         |                       | 45%                   | 15,750                |
|   |                              | 35,663         |                       | 40%                   | 14,265                |
|   | Adm Asst/Coordinator/Proctor |                |                       |                       |                       |
|   |                              | 12,989         |                       | 100%                  | 12,989                |
|   |                              | 25,481         |                       | 100%                  | 25,481                |
|   |                              | 8,069          |                       | 100%                  | 8,069                 |
| SUBTOTAL 3                              |                              |                | -                     | -                     | 348,663               |
| Machinist Training Institute/Fast Track |                              |                |                       |                       |                       |
|   | Instructors                  |                |                       |                       |                       |
|   | Math                         | 29,542         |                       | 100%                  | 29,542                |
|   | Math                         | 30,000         |                       | 100%                  | 30,000                |
|   | Math                         | 29,945         |                       | 100%                  | 29,945                |
| SUBTOTAL 4                              |                              |                | -                     | -                     | 89,487                |
| Center for Advanced Technologies        |                              |                |                       |                       |                       |
|   | Academic Coordinator         |                |                       |                       |                       |
|   |                              | 50,500         | 100%                  | 50,500                |                       |
|   |                              | 30,525         | 100%                  | 30,525                |                       |



ATTACHMENT A

|                                  |  |                | WIA<br>ADULT          | WIA<br>STATEWIDE      | GF/GP                 |
|----------------------------------|--|----------------|-----------------------|-----------------------|-----------------------|
| Salaries and Wages               |  |                |                       |                       |                       |
| Department                       | Position   | 2003<br>Actual | Percent<br>Allocation | Percent<br>Allocation | Percent<br>Allocation |
|                                  |  | 69,730         | 100%                  | 69,730                |                       |
|                                  |  | 130,004        | 17%                   | 21,812                | 17% 22,659            |
|                                  |  | 12,025         | 100%                  | 12,025                |                       |
|                                  | Electronic Library                                     |                |                       |                       |                       |
|                                  |  | 47,628         |                       | 100%                  | 47,628                |
|                                  |  | 13,467         |                       | 100%                  | 13,467                |
|                                  | Registrar  |                |                       |                       |                       |
|                                  |  | 39,227         |                       | 100%                  | 39,227                |
|                                  | Program Manager  |                |                       |                       |                       |
|                                  |  | 42,420         |                       | 100%                  | 42,420                |
|                                  |  | 55,000         | 100%                  | 55,000                |                       |
|                                  |  | 20,470         | 100%                  | 20,470                |                       |
|                                  |  | 12,555         | 100%                  | 12,555                |                       |
|                                  | Clerk  |                |                       |                       |                       |
|                                  |  | 13,989         |                       | 100%                  | 13,989                |
|                                  |  | 24,252         |                       | 100%                  | 24,252                |
|                                  | Instructor   |                |                       |                       |                       |
|                                  | Math   | 26,000         | 100%                  | 26,000                |                       |
|                                  | Engineering/Manufacturing/Production/Shipping Managers |                |                       |                       |                       |
|                                  |  | 75,000         | 23%                   | 17,250                | 30% 22,500            |
|                                  |  | 61,710         |                       |                       | 30% 18,513            |
|                                  |  | 44,500         |                       |                       | 30% 13,350            |
|                                  |  | 41,360         |                       |                       | 30% 12,408            |
|                                  |  | 77,250         | 25%                   | 19,313                | 30% 23,175            |
|                                  |  | 69,070         | 25%                   | 17,270                | 30% 20,721            |
|                                  |  | 61,320         |                       |                       | 30% 18,396            |
|                                  |  | 75,680         | 25%                   | 19,109                | 30% 22,704            |
|                                  |  | 25,577         |                       |                       | 30% 7,673             |
|                                  |  | 67,600         | 25%                   | 16,900                | 30% 20,280            |
| Center for Advanced Technologies | Production/Inventory/Quality/Maintenance Supervisors   |                |                       |                       |                       |
|                                  |  | 47,200         |                       | 25%                   | 11,800                |
|                                  |  | 21,576         |                       | 25%                   | 5,394                 |
|                                  |  | 35,684         |                       | 25%                   | 8,921                 |
|                                  |  | 50,400         |                       | 25%                   | 12,600                |
|                                  |  | 26,156         |                       | 25%                   | 6,539                 |
|                                  |  | 29,204         |                       | 25%                   | 7,301                 |
|                                  |  | 38,000         |                       | 25%                   | 9,500                 |
|                                  |  | 48,000         |                       | 25%                   | 12,000                |
|                                  |  | 58,800         |                       | 25%                   | 14,700                |

ATTACHMENT A

|  |              |                | WIA<br>ADULT          | WIA<br>STATEWIDE      | GF/GP                 |
|--|--------------|----------------|-----------------------|-----------------------|-----------------------|
| Salaries and Wages                                   |              |                |                       |                       |                       |
| Department   | Position     | 2003<br>Actual | Percent<br>Allocation | Percent<br>Allocation | Percent<br>Allocation |
|  |              | 50,000         |                       | 25%                   | 12,500                |
|  | Team Leaders |                |                       |                       |                       |
|  |              | 28,226         | 35%                   | 9,879                 |                       |
|  |              | 17,514         | 35%                   | 6,130                 |                       |
| Center for Advanced Technologies                     |              |                |                       |                       |                       |
|  | Engineer     | 46,821         | 33%                   | 15,451                |                       |
|  | Engineer     | 15,658         | 33%                   | 5,167                 |                       |
|  | Engineer     | 44,412         | 33%                   | 14,656                |                       |
|  | Engineer     | 46,452         | 33%                   | 15,329                |                       |
|  | Engineer     | 62,036         | 33%                   | 20,472                |                       |
|  | Engineer     | 37,079         | 33%                   | 12,236                |                       |
|  | Engineer     | 32,742         | 33%                   | 10,805                |                       |
|  | Engineer     | 39,239         | 33%                   | 12,949                |                       |
|  | Engineer     | 57,000         | 33%                   | 18,810                |                       |
|  | Control      | 20,715         | 33%                   | 6,836                 |                       |
| SUBTOTAL 5   |              |                | 456,154               | 565,642               | -                     |
| TOTAL TRAINING SALARIES AND WAGES                    |              |                | 553,586               | 565,642               | 536,265               |
| TOTAL ADMINISTRATIVE AND TRAINING SALARIES AND WAGES |              |                | 553,586               | 565,642               | 586,878               |